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ABSTRACT

This document seeks to help deans and faculties of colleges and schools of education in the United States develop a global perspective for teacher education. The report explains the urgent need for a global approach to both the general and professional components of teacher education--teaching and learning methods as well as clinical and practical training. The first section, "Global Realities," describes a frame of reference for global education, suggesting that rapidly changing relationships between countries, institutions, and people have created new global realities. In the second section, "The Rationale for Global Education," the case for introducing global education into programs for preparing teachers is presented. This rests upon the certainty of change and the need to redress deficiencies. Recommendations on global education are cited from statements by the National Council for Accreditation of Teacher Education and the American Association of Colleges for Teacher Education. The third section, "A Global Dimension for Teacher Education," describes the incorporation of a global perspective into teacher education from the standpoint of institutions, curricula, faculty, facilities, and resources. The final section presents suggested resources for help in developing a globally oriented program of teacher education. (JD)

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Teacher Education and Global Perspectives

by Frank H. Klassen and Howard B. Leavitt

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TEACHER EDUCATION

AND GLOBAL PERSPECTIVES

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International Council on Education for Teaching

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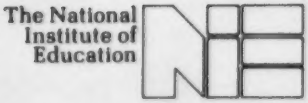

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FOREWORD

Can the United States afford to have a population ignorant of global history, economics, and politics, not to mention language and cultural differences among nations, when so much of American life is tied to people and places abroad?

As of 1980, almost 1.6 million U.S. citizens lived abroad (U.S. Department of State, Office of Public Information). More than 8,500 corporations and partnerships filed tax returns for foreign income in 1981 (Internal Revenue Service, Office of Public Information). From October 1978 through September 1979, the United States admitted more than 460,000 legal immigrants and allowed temporary work permits for another 80,000 foreigners. From October '78 through June '79, more than seven million nonimmigrants visited the United States for reasons ranging from official government business to personal pleasure (U.S. Immigration and Naturalization Service, Office of Public Information).

These figures are small for a country whose population is more than 231 million (U.S. Census Bureau, Office of Public Information); however, they are large enough to indicate that the United States is not, and probably never will be, isolated. In some way, world events and people with different heritages touch all individuals in the United States, but their knowledge of their globe and its people is embarrassingly limited, as this document illustrates.

The Clearinghouse acknowledges with appreciation this contribution by Drs. Frank Klassen, executive director, and Howard Leavitt, associate director, International

Council on Education for Teaching. Despite tight schedules and world travels, they have put together a handy guide for teacher education with a global perspective. However, knowing that readers should not stop with this volume, they have described in chapter four a number of organizations that offer more information.

Thanks also go to the three content reviewers. Their suggestions were useful in preparing the final manuscript.

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SHARON GIVENS
Editor
ERIC Clearinghouse
on Teacher Education

INTRODUCTION

This document seeks to help deans and faculties of colleges and schools of education in the United States develop a global perspective for teacher education. The report explains the urgent need for a global approach to both the general and professional components of teacher education--teaching and learning methods as well as clinical and practical training.

Of the many proposed definitions of global education, this document uses the definition suggested by Gilliom:

> Global Education: Educational efforts designed to cultivate in young people a global perspective and to develop in them the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. (1981, p. 169)

For the past three decades international education has been the generic term for most of the activities and studies dealing with foreign countries. International, however, refers to relationships between nations rather than to broader issues that embrace the world and all humanity. The latter is the province of global education.

Chapter one of this report describes a frame of reference for global education, suggesting that rapidly changing relationships between countries, institutions, and people have created new global realities. Chapter two deals with the rationale for global education. Chapter

three describes the incorporation of a global perspective into teacher education from the standpoints of institutions, curricula, faculty, facilities, and resources. Finally, chapter four suggests resources for help in developing a globally oriented program of teacher education.

GLOBAL REALITIES

In the third century B.C., Erastosthenes of Cyrene, the chief librarian of the magnificent library at Alexandria, used the knowledge of his day in mathematics and mechanics to establish mathematical proof that Earth is a globe with a circumference of 24,662 miles. By the last half of the twentieth century, advances in science and technology had propelled astronauts, and the imagination of humankind, into outer space. Thus, in just over 2,000 years, human understanding of Earth and its solar system has expanded vastly beyond the boundaries of local communities. And still the pace of discovery quickens; our visions reach out to the mysteries of the galaxies.

Yet, just as our visions transcend contemporary conditions and knowledge, so our comprehension of Earth as a global entity exceeds our ability to cope with its complexity. Though we view ourselves as members of a world community, we have yet to learn behaviors and attitudes appropriate to achieving the common goals of that community.

We know that we occupy finite space in which infinite personal, political, economic, ecological, ideological, and social relationships play. We developed the needs and habits that gave rise to most of these relationships long ago, in simpler times. Our behavior tends to be tribal rather than global, individualistic rather than communal, showing vestiges of adaptation to life in prehistoric groups separated by space and tradition. In short, we act as though our horizons are limited--even while our senses, communication systems, and life styles provide

incontrovertible evidence that beyond the limits of our homes lie global realities that affect our daily lives.

Closing this gap between a simplistic, antiquated view of humanity and one that recognizes the complexity and connectedness of people and societies is the challenge of our age. Ultimately, the challenge falls to education. As Robert North pointed out,

> The behavior of people everywhere will depend crucially upon the ways in which they are taught to perceive and interpret the universe, the earth and its envelope, the world community, their own respective nations, themselves and their families, and their roles, statuses, and functions in these . . . overlapping . . . organizations, milieu, contents, or systems. (1967, p. 21)

The nation's teachers and teacher educators must play an important role in incorporating the current understanding of the globe, in all of its unity and diversity, into the substance of education. They must create learning environments that encourage exploration of alternative ways of coping with global complexity.

It may be trite to point out that education should prepare people for change, but the complexity of change and the rate at which it now occurs add urgency to the truism. By the time today's students reach middle age, the characteristics of our globe may have altered drastically. These students must be taught to become masters rather than victims of change and to make change work for the betterment of the human community.

Some Global Facts

Perhaps the most striking quality of the global community is its connectedness. Platig wrote that scientific advancements have

> unleashed the technology that has built a loom of truly global dimensions--one on which new and sturdy threads are weaving together formerly independent social tapestries, penetrating, disrupting, and overlapping old social patterns, and transmitting the shocks of social change throughout the global fabric. (1966, pp. 1-2)

Connectedness, in the context of nations bound together by modern transportation and communication, requires new relationships among peoples. As Sanders and others pointed out,

> The world is shrinking only in the physical sense in those aspects that can be gauged by time and distance. The other world, the world of human relationships in which men and nations actually live in the fullest sense, is not contracting at all, but expanding widely and rapidly. For better or worse, every man, every family, every people shares in the daily interaction of a world which--because it is more compact--forces all of us to be more broadly involved with our neighbors. (1967, p. 19)

This connectedness, this shrinking world, and the resulting expansion of human relations justify a reconsideration of educational content and practice. We must make our work more consistent with global realities. Toward that end, we must redefine familiar concepts such as interdependence, independence, competition, and cooperation.

Interdependence and Independence. One of the most obvious characteristics of connectedness is interdependence. (See Selected Indices of International Interdependence, Table 1.) Interdependence expresses a dynamic, mutual dependence or relationship between or among parts. Earth's climate, symbiosis between plants and animals, the relationship between the parts and functions of living things, pacts between parties or social systems, and--in industrial America--the

TABLE 1

SELECTED INDICES OF INTERNATIONAL INTERDEPENDENCE

- Increasingly, the international flow of students is producing global academic connections. For example, the imports and exports of students by the top ten importers of students in 1980 were (UNESCO Statistical Yearbook 1981):

Country	Imports (x1,000)	Exports (x1,000)
United States	264	24
France	108	11
Soviet Union	63	1
United Kingdom	60	14
Fed. Rep. Germany	55	15
Egypt	35	8
Italy	27	13
Canada	26	18
Belgium	18	2
Japan	15	14

- Major overseas loans by U.S. banks, as of June 1981, totalled $315 billion broken down geographically as follows: Latin America and Caribbean, $61 billion; Africa, $4 billion; Organization of Petroleum Exporting Countries (OPEC), $23 billion; Asia, $53 billion; and Europe, $174 billion (Atkinson and Rowe 1982).

- The United States depends heavily on many countries for minerals crucial to U.S. industry. For example: strontium, 100% on Mexico; industrial diamonds, 100% on Ireland and South Africa; manganese, 98% on South Africa, France, Japan; tantalum, 96% on Thailand,

Canada, Malaysia; bauxite, 93% on Jamaica, Guinea, Surinam; cobalt, 90% on Zaire, Belgium, Zambia; chromium, 90% on South Africa, Philippines, Soviet Union (Agency for International Development 1980).

- In 1980, ten developing countries accounted for 58 percent or $51 billion of all U.S. exports. These were, in order of sales, Mexico, Saudi Arabia, Korea, Venezuela, Brazil, Taiwan, China, Singapore, Hong Kong, and Argentina (Hansen 1982).

- At least one in eight American jobs depends on exports (Hansen 1982).

- U.S. trade with foreign markets has been increasing at astronomical rates. Between 1975 and 1980 the following increases occurred: Africa, increases in exports of 198% and imports of 388%; East and South Asia, up 234% and 291%; Near East, up 145% and 320%; Latin America, up 226% and 230%; Europe, up 164% and 58% (Hansen 1982).

- Four major wire services, Agence-France Press, Associated Press, Reuters, and United Press International, carry 85 percent of all news that crosses national borders (Unger 1981).

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relationships between suppliers and producers remind us daily of interdependence.

With the dramatic political, economic, and technological changes of the twentieth century, we urgently need a new view of human interdependence. The urgency stems from two considerations: First, the historical notion that we should depend on our own nation's resources to preserve economic independence from entangling alliances is obsolete. Our life styles, national goals, personal security, and growth depend on conditions beyond our borders. Second, our growing awareness of the limits of Earth's resources, as well as

the threat of unbridled use of nuclear power, create the need for new international agreements.

Competition. Interdependence does not ensure that all members of the global community have equal access to the world's resources. Nor do the advances of science and technology that make a global view possible ensure that their benefits are equally enjoyed. As Tonkin and Edwards explained,

> The very science and technology that brought our society to its present peak of achievement have also inexorably brought us into competition with the other peoples of the world for raw materials and markets and productive capacity. (1981, p. 10)

World society is characterized by imbalances and competition. Some 164 independent nations now compete for Earth's resources, and immense gaps have developed between the industrial countries and the nonindustrial, less developed nations of Africa, Asia, and Latin America.

The Overseas Development Council (Hansen 1982) noted that by the end of this century six billion people, overwhelmingly from the developing world, will require adequate food, housing, and employment. Increasing pressure on resources will mean higher costs for consumers and greater numbers of malnourished millions facing starvation. Although the world produces enough food for the current population, inability to pay, inadequate distribution of land ownership and marketing facilities, and trade barriers will exacerbate the world food crisis. Pressures on the environment, spiraling energy needs and costs, and the need for reassessment of international trade policies, stabilization of the world's financial and monetary system, and multilateral arms control all transcend the concerns of any one nation.

Within the community of industrialized nations, competition leads to protection for sagging industries at home and to the search for more cost-effective production methods. In the face of such competition between the United States, Europe, and Japan, for example, the newly

industrialized countries of Korea, Brazil, and Taiwan face an uncertain economic future. In much of the rest of the world, poverty prevails.

Cooperation. To redress the imbalances, nations must learn to cooperate. "In every instance," wrote the authors of Global Studies for Elementary Teachers,

> we are bound to others in our plight and in our hope for resolution of the challenge to our being. The need has been demonstrated. We must cooperate. The survival of human life on earth may depend on a marshalling of a global will, a commitment to interdependence. (Overly and Kimpston 1976, p. 3)

More than a humanitarian gesture from the "haves" toward the "have nots," cooperation has become a moral imperative. The United States' participation in the Marshall Plan, international organizations such as the United Nations, international banking organizations such as the International Monetary Fund, and continuing bilateral and multilateral agreements to provide economic and humanitarian aid through the Peace Corps and the Agency for International Development manifest the nation's cooperative spirit. Still, all nations, including our own, have much to learn about cooperation.

In an article entitled "Rich Nations and Poor, Linked in Need," Carlos Fuertes (1981), former Mexican ambassador to France, probed the essential issues that imperil the globe's economic and political stability. He concluded that the resolution of problems such as world hunger, energy, and balance of trade hinges on cooperation between rich and poor nations. Further, Fuertes wrote, the resolution of such problems would be in the best interests of all parties, as no nation can work alone.

Summary

Global education, as referred to in this document, reaches beyond traditional international education to address the broad issues confronting humankind. Global education is defined as

> Educational efforts designed to cultivate in young people a global perspective and to develop in them the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. (Gilliom 1981, p. 169)

Global education offers a response to the challenges posed by modern, global realities. Its ultimate goal is not the evolution of a world community governed by a super state, but the development of a comprehension of the differences and similarities within humankind, of how peoples' actions reflect their perceptions of reality, of the stock and distribution of Earth's resources, and of the concepts of interdependence, global conflict, equity, and human rights.

Teachers and teacher educators must acquire the knowledge, aptitudes, and values on which global education depends. To prepare citizens for global realities, we must first face the need for change in institutions, curricula, and all other sectors of education.

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THE RATIONALE FOR GLOBAL EDUCATION

The case for introducing global education into programs for preparing teachers rests on several points: (1) the certainty of change, (2) the need to redress deficiencies, (3) recommendations by national commissions, (4) accreditation requirements, and (5) recommendations by the American Association of Colleges for Teacher Education (AACTE).

The Certainty of Change

The strongest argument for global education is that world realities change rapidly, creating a need for up-to-date, accurate, and realistic education about the world.

The changing nature of world society described in chapter one is best understood as a global phenomenon. As Reischauer wrote:

> The change in attitudes that is needed does not differ greatly from similar shifts man has made in the past, except for the speed with which it must be accomplished. Not so long ago, men comprehended the human historical experience solely in terms of individual personalities and clashing royal lines. Only in recent times was it discovered that beneath these superficial surface phenomena were larger economic, social, and intellectual currents moving whole nations. The human experience then came to be

> interpreted, not so much as the story of a few heroic or divinely ordained individuals, but as the massive evolution of peoples and nations. I am suggesting that we now need to move on to a new stage and see it not as the story of conflicting nations but of humanity as a whole. We might gain a more meaningful concept of the human historical experience if, instead of concentrating exclusively on one cultural and national current, we analyzed the various facets of human problems and achievements at the different levels of technical skills, guiding concepts, and social organization that man has passed through. (1973, pp. 184-5)

Need to Redress Deficiencies

Until recently, few studies have focused on the effectiveness of international education in elementary, secondary, and higher education programs. Two recent, major studies, both conducted by Educational Testing Service, stand out in terms of scope, size, and rigor of investigation as well as significance for teacher education. At the elementary and secondary school levels, Other Nations, Other People: A Survey of Student Interests, Knowledge, Attitudes, and Perception was funded by the U.S. Office of Education (Pike et al. 1979). On the college level, College Students' Knowledge and Beliefs: A Survey of Global Understanding was sponsored by the Council on Learning and supported by the U.S. Office of Education and the National Endowment for the Humanities (Educational Testing Service 1981). The studies offer base-line data for defining the task of preparing teachers, especially in social studies. However, the information being assessed is more factually oriented and therefore less revealing about students' knowledge of global interdependence.

The results of the ETS studies are disappointing, if not shocking. However, they do give educators and others a realistic sense of the nature and dimensions of the problem as well as a firm, factual basis for action.

The writers of the report on elementary and secondary schools concluded:

> On the knowledge findings alone, the weaknesses in such a fundamental area as geography, the pervasive ignorance about the Middle East and Africa, the lack of knowledge about Western Europe, and the misunderstanding of some key aspects of American history and government--all of these are serious matters by any standard. It is particularly so with deficiencies at the 12th-grade level, for here the data reflect the cumulative effects of more than 11 years of formal schooling plus related gains from all out-of-school sources. By definition, the participants at that level were not school dropouts, but high school seniors scheduled to graduate at the end of the school year.
>
> The concern is not that the educational systems of other nations do substantially better in dealing with international matters--there is little persuasive evidence to indicate that they do--but rather that the level of international understanding revealed by this study is not nearly good enough, not for American students and future voting citizens who face the increasingly interdependent world of the present and the foreseeable future. There is time enough in the curriculum during the course of 12 years of elementary and secondary education to do a much better job than this study reflects. What is needed is a sense of the importance of the international dimensions of education, a priority policy commitment, a clear focus on objectives, and concentrated program efforts to ensure appropriate attention to some international and intercultural facts of life. These matters must be included among the basic concerns of accountability. (U.S. Office of Education 1979, p. xii)

The college study, conducted in 1980 as a national survey of 3,000 students in 185 two- and four-year colleges and universities, included 101 multiple choice questions on global understanding and important related variables--language background, interests, main source of information about current events, foreign travel, scholastic ability, and attitudes toward world problems. Based on subject matter that experts believed essential for an understanding of global topics, the test covered world food, world health, international monetary and trade arrangements, population, energy, race and ethnicity, human rights, war and armaments, arts and culture, religious issues, relations among states, and distribution of natural characteristics. The complete report constitutes the most significant attempt to assess global understanding among American college students.

Many who took the test expressed surprise that they knew so little about important subjects, and surprise at the extent to which their formal studies had overlooked these areas. The test results indicated--

- that history majors scored highest on the test, followed by mathematics, engineering, social sciences, and foreign language majors. Education majors scored lowest.

- that seniors achieved a mean score of 50.5 questions correct out of 101, indicating considerable lack of knowledge on topics judged important by the assessment committee.

- that ignorance of international affairs seems related to a general disinterest in world affairs. Twenty percent of the seniors and 25 percent of the freshmen reported that they rarely read foreign news.

- that although television was reported as the main source of information on current affairs, frequency of TV news viewing was not related to knowledge. Frequency of newspaper and magazine reading was related to knowledge.

- that seniors reported greater exposure to world problems and issues in high school than in college.

- that almost 90 percent of the seniors had studied a foreign language but only 7 percent reported having attained useful levels of proficiency.

- that although 65 percent of seniors said they had traveled abroad (most to Canada, Mexico, and Western Europe), only 8 percent had participated in a formal program abroad.

The implications of this survey for educators and others interested in improving global literacy among students are abundant. One of the most disturbing indications is that those who will teach in the nation's schools in the next few years apparently know less about the world than those in other college majors.

In the field of teacher education, only one comprehensive empirical study has focused on the international character of programs for prospective teachers. The study concluded that only five to eight percent of graduating teachers had studied or participated in international courses or programs (Klassen, Imig, and Yff 1972).

Recommendations by National Commissions

Two national commissions have published strong recommendations for strengthening U.S. global and international education.

The Task Force on Global Education of the U.S. Commissioner of Education (U.S. Office of Education 1979) stated that it is in the national interest to promote the growth of global education. The task force recommended that the federal government exercise leadership by helping to--

- focus public attention on the need for global education;

- coordinate efforts in global education;
- stimulate and assist new and continuing global education programs; and
- establish a base of disciplined inquiry and high standards by supporting research, evaluation, and development of exemplary models in the field.

The President's Commission on Foreign Language and International Studies (1979), while not specifically mentioning global education, recommended an integration of international or comparative perspectives in the teaching of most undergraduate subjects and a strengthening of foreign language and area studies. The commission also recommended expanded student and faculty exchange programs as well as increased institutional commitment to undergraduate international education.

Accreditation Requirements

Accreditation of institutions and programs by states and regional and professional accrediting associations contributes to the development and maintenance of high standards for American higher education. As quality control mechanisms, these standards tend to reflect changing perceptions of quality in the general public and the education community (AACTE Commission 1980).

In 1977 the National Council for Accreditation of Teacher Education (NCATE) adopted revised standards that went into effect in January 1979. Standard 2.1.1 on multicultural education stated:

> Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing,

> evaluating, and behaving in differential cultural settings. Thus, multicultural education is viewed as an intervention and an ongoing assessment process to help institutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society. (National Council 1977, p. 4)

Other NCATE standards echo this message, encouraging colleges and universities to develop programs for teachers that have "an international component."

Recommendations by AACTE

The American Association of Colleges for Teacher Education is the major corporate representative of teacher education in the United States. Its 734 institutional members prepare more than 85 percent of the nation's teachers. As one of NCATE's constituent members, AACTE has an evident interest in accreditation standards that reflect the current and future needs of schools, colleges, and departments of education.

AACTE's 1968 study, The World and the American Teacher, stated,

> Without teachers whose own knowledge and attitudes are in tune with the demands of world society . . . there is little chance that new perspectives can be introduced into the structure and content of modern education, in the United States or anywhere else. (Taylor 1968, p. 19)

Since this study, AACTE has abandoned the more traditional definition of international education as education that deals primarily with the relationships between geopolitical entities. The association's Task Force on International Education presented a draft document for consideration at the 1982 AACTE annual meeting, which recommended the following:

1. International education should be considered a fundamental part of basic education.

2. International education should become more global in character, more concerned with issues and problems that affect large numbers of persons, and more concerned with the needs that humans share.

3. International education in global perspective is the development of knowledge, skills, and attitudes appropriate in a world of limited natural resources, ethnic diversity, cultural pluralism, and increasing interdependence of nations, institutions, and people.

4. International education viewed from a global perspective requires the preparation of teachers and teacher educators whose knowledge about the world and attitudes toward diversity and common human interests reflect global realities.

The next chapter describes the implications of AACTE's document for teacher education, taking into consideration the recommendations of NCATE, the national representatives of institutions that prepare teachers, and recent studies that hold promise for incorporating a global perspective in the general and professional education of teachers.

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A GLOBAL DIMENSION FOR TEACHER EDUCATION

It is estimated that 75 percent of the teachers in today's classrooms will be teaching when the twenty-first century begins. Their initial training is history and, as we have pointed out, it fell far short of the demands of teaching about the modern world.

American education, despite its failure to cope with current realities, possesses an enviable record for responding to new social, economic, and cultural demands. Such examples as the creation of pluralistic governance structures and provision for local needs, the willingness to experiment and reform, and the continual search for equal educational opportunity, provide optimism that education for a global age lies within reach. The same processes and technology that have allowed unprecedented human interaction on a global scale could help correct U.S. education's current isolation from the rest of the world.

This chapter examines the process of incorporating a global dimension into teacher education from the standpoints of institutional commitment, curricula, faculty commitment, and facilities and resources.

Institutional Commitment

Because teacher education is not a self-contained program at a college or university, incorporating a new dimension such as global education affects departments throughout the institution. Such incorporation requires broad institutional support, and makes it imperative that

the central administration demonstrate its commitment. For global education, this commitment may take several forms (Baptiste, Baptiste, and Gollnick 1980).

1. An institution may publish a formal statement of mission (goals or purposes of the institution) that recognizes the importance of a global perspective and extends philosophical support to academic and professional schools in pursuit of this mission.

2. An institution's teacher education department may publish a separate statement of its commitment to support instructional, research, and service activities in global education that its faculty and students undertake.

3. A teacher education department may appoint and support an individual or a group from the faculty to coordinate and encourage activities that foster international exchange, technical assistance, and faculty and student programs, as well as improve library holdings and curricular content. (The 1980 AACTE Task Force on International Education survey of 734 schools, colleges, and departments of education found that 450 institutions had appointed such individuals or units. At Ohio State University and the universities of Pittsburgh and Denver, the development of international centers led to extensive curricular and inservice global education programs.)

4. Institutions may encourage their administrators and faculties in teacher education to participate in regional, national, and international programs offered by professional groups, national and international governmental agencies, world affairs councils, and foreign institutions and governments.

   For example, during the past 17 years, AACTE has sponsored an Administrative Internship

Program that brought 400 foreign education leaders to the United States to work with their American counterparts in teacher education. Some 1,000 administrators, teachers, and professors in U.S. schools, colleges, and departments of education have participated. As a result of the daily process of sharing the complexity of educational decision making with the interns, affiliations have developed between American and foreign colleges and universities that last long after the interns return to their countries.

Agencies such as the International Communication Agency (successor to the Education and Cultural Affairs section of the U.S. Department of State) and the Agency for International Development also support institutional affiliations in the international sphere. Both agencies have assisted the development of overseas teacher education programs.

In addition to these kinds of programs, teacher educators may participate in conferences and workshops about global education. To encourage dialogue on global issues that face the United States, the U.S. Department of State holds annual national foreign policy briefings for leaders in higher education and teacher education. AACTE and the International Council on Education for Teaching (ICET) also hold annual national and international conferences for administrators and faculties to examine issues in teacher education in the context of intercultural conditions.

Cumulatively, participation by the leaders of an institution in these and other programs supports the redirection of teacher education to include a global perspective (Klassen, Imig, and Yff 1972).

Curricula

Institutional support for global education is needed, especially in teacher education, because students take so many of their courses in academic departments outside the professional school, college, or department of education.

Global education is more than one course listing. A global dimension in teacher education addresses the curricular sequence of general, specialist, and professional studies as well as their content, as follows.

1. Sixty to 80 percent of a teacher's preparation occurs in the academic disciplines, the remainder in professional courses and experiences. This division of responsibility calls for counseling early in the student's university career to assist the student in selecting academic and professional courses that reflect global issues and understanding.

2. Courses in sociology, anthropology, economics, political science, foreign languages, linguistics, and interdisciplinary studies must provide the knowledge needed to fully appreciate such concepts as interdependence, competition, and cooperation. Collaboration between academic and professional faculties helps identify a core of relevant courses that can be used in counseling, and can lead to reassessment of requirements for entrance into the professional sequence. Such collaboration also may lead to reassessment of course offerings and encourage disciplinary and interdisciplinary emphasis on the study of global issues.

   Bonham (1979, p. 3) described as follows the contents that curricular offerings in a globally oriented program should manifest:

   - A fundamental understanding of the key elements of global and national interdependence, as taught through the major fields in humanities, the

social sciences, the pure sciences, the applied sciences, and the professional disciplines. This understanding should equip college students to analyze and respond intelligently to domestic and international developments. Such competence should be evidenced by a student's independent analysis of the most important strands of the new global circumstances and comprehension of the United States' increased interdependence with other nations for its survival and economic growth.

- A deeper knowledge and understanding of another culture, as seen through its history, language, literature, philosophy, economics, and politics. Student perceptions of another culture will substantially enhance the ability to understand the United States' needs and changing world position, and enable intelligent consideration of highly complex developments on the world scene. Sensitivity to other cultures; increased capacity to analyze issues, having learned other viewpoints; and enhanced tolerance of differences contribute to a citizenry better able to cope in the twenty-first century and to approach conflict resolution.

- General competence in a second language as a basis for the fuller comprehension of other cultures and of one's own in the global context. Language skills are becoming increasingly essential for

> communication in a wide range of contexts. Students' access to effective language instruction is therefore necessary to the college experience in the 1980s and beyond. (1979, p. 3)

Bonham's analysis particularly bears on curricular design, but also serves as a guide for student evaluation.

Hanvey (1975) outlined six elements that characterize a global perspective:

- Perspective Consciousness. Awareness that one's view of the world is not universally shared; that this view has been and continues to be shaped by ethnocentric and other influences that often escape conscious detection; that others' views of the world differ profoundly from one's own; and that all such views derive from the particular conditions into which one is born. (p. 4)

- "State of the Planet" Awareness. "Awareness of prevailing world conditions and developments, including emergent conditions and trends, e.g., population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, intranation conflicts, etc." (p. 6)

- Cross-cultural Awareness. Awareness and comparison of the diversity of cultures, ideas, and practices found in societies around the world, and some recognition of how the ideas and practices of one's native culture might be viewed by people in other societies. (p. 8)

- Sense of Global Dynamics. Awareness of how the world's systems work, their interdependence and shared concerns, and how local economic and social patterns, which are part of every individual's daily life, can have global consequences. (p. 13)

- Awareness of Ethical Problems in the Global Context. Knowledge of ethical issues that arise from the increased ability to sense, predict, and manipulate global conditions. For example, improved abilities to forecast differentials in the world's distribution of wealth still leave numerous questions of equity. What distribution is fair? (p. 22)

3. Achievement of the above curricular objectives requires serious examination of current professional courses in education foundations, psychology, and methodology, and review of texts used in these and other professional courses. Teacher education students need to become familiar with global concepts and learn to analyze texts and other resources from a global perspective.

4. National learned societies and professional associations can make significant contributions to curriculum development (National Council 1982). Faculty and students in teacher education might well benefit from the recommendations and publications regarding global education of, for example, the National Council for the Social Studies, the American Association of Colleges for Teacher Education, Phi Delta Kappa, the National Education Association, and Global Perspectives in Education, Inc.

Faculty Commitment

Incorporating a global perspective in teacher education requires a competent faculty with the requisite training, attitudes, and research capabilities. Recruitment, faculty development, and exchange programs are all important to the commitment faculty exhibit for global education.

1. Recruitment criteria for full- and part-time faculty, such as overseas experience, academic background in area and foreign language study, as well as a publication record in an international area, are integral to the gradual development of a teacher education staff dedicated to a global perspective.

2. Faculty development policies and procedures include inservice education (workshops, seminars, and conferences offered by professional associations and learned societies), sabbatical leave, exchange programs, travel support, and involvement with foreign students as advisors, counselors, etc. Of course, in times of fiscal stringency, faculty development opportunities may be cut. The College of Education at the University of Alabama has provided a unique experience for exposing members of its faculty to a foreign culture. Through a contractual arrangement with an educational institution in Mexico, Alabama professors live in Mexico while providing inservice education programs for teachers. Rotation in assignment has built up over the years a comparatively large number of professors with experience in a foreign country.

3. Faculty exchange programs provide a channel for continuing faculty development, although no recent data are available on the distribution of such programs in American teacher education. Lock Haven State College, Pennsylvania, offers a "bed-for-bed" exchange of faculty and students

with institutions in Poland, Argentina, and Australia. The program is cost effective, involving little financial support from the institution yet providing opportunities for faculty development. The University of Alabama provides inservice education for teachers in Latin America. This project offers a valuable professional service while giving faculty an international outlook on issues, cultural processes, and problems in education. The Fulbright Program and the U.S. Department of Education's programs for faculty research and group projects abroad offer additional opportunities for faculty exchange.

Facilities and Resources

The quality of a teacher education program depends on the quality of its library, instructional media center, and curriculum materials repository. Library holdings should reflect a commitment to global education; continual efforts to upgrade these resources are essential. Policies that assure the acquisition of international materials as well as practices that enable faculty and students to contribute to the development of collections related to global education are equally important. Becker's Schooling for a Global Age (1979) gives an excellent review of programs and materials pertinent to teacher education in this field. Muessig and Gilliom's Perspectives of Global Education (1981) yields additional insights and resource aids.

Conclusion

The introduction of a global perspective into a curriculum, through some of the processes described above, opens up a vast new source of interesting, challenging subject matter. The widening of focus, the broadening of context bring into view new areas for study and provide

instructors with a fresh, nearly unlimited source of curriculum resources.

It is just possible that the introduction of a global perspective at every level of school and college could contribute to a rejuvenation of education by providing new sources of motivation for both students and teachers.

The final chapter reviews organizations and agencies that offer materials and services to teacher educators in the development of a global dimension in teacher education.

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SELECTED RESOURCES

Many sources offer materials on global education for the undergraduate level and for teacher education specifically. The sources listed here were selected on the basis of importance, relevance, and accessibility.

Center for Teaching International Relations (CTIR)

CTIR's broad goal has been to improve the teaching of international/intercultural studies at the precollege level in the Rocky Mountain region. Programs include: (1) teacher workshops designed to demonstrate and create teaching materials and strategies; (2) academic courses on approaches to global perspectives; (3) curriculum units; (4) a Materials Distribution Center; and (5) consultation services to aid in implementing global perspectives in school systems.

Steven L. Lamy, Director
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Denver, CO 80208
(303) 753-3106

Consortium for International Cooperation in Higher Education (CICHE)

The Consortium for International Cooperation in Higher Education (CICHE) seeks to provide a contact point for those wishing access to higher education, both within and without the United States, and facilitate the application of educational resources to national development problems.

More than 2,000 U.S. institutions of higher education belong to CICHE. In addition, international affiliations already are established with institutions of higher education in 50 countries. These links provide CICHE with up-to-date knowledge of educational developments in the United States and around the world.

The office provides access to the broad range of institutional resources of its members and coordinates efforts to make these resources responsive to educational needs around the world.

Members of the consortium include the following:

National Association of State Universities and Land-Grant Colleges (NASULGC). Represents the principal state universities and all land-grant colleges. Its 141 member institutions include 72 land-grant universities and colleges as well as 69 other public universities and systems of higher education.

American Association of State Colleges and Universities (AASCU). Comprises some 340 institutions of higher education ranging in size from 600 to 35,000 students.

American Association of Community and Junior Colleges (AACJC). Includes within its membership 900 of the 1,200 such institutions in the United States with a student population of over four million. AACJC institutions educate a third of the foreign student enrollment in undergraduate studies.

American Association of Colleges for Teacher Education (AACTE). Represents more than 734 colleges and universities, both public and private, involved in the preparation of education personnel. Institutional members prepare over 85 percent of all teachers, school administrators, and education specialists in the United States.

International Council on Education for Teaching (ICET). An international organization linking educational organizations, institutions, and individuals involved in educational development around the world. Programs enable educators to exchange ideas, personnel, and resources as well as undertake cooperative projects. ICET has official consultative status with UNESCO.

Dr. Frank H. Klassen, President
CICHE
1 Dupont Circle, Suite 616
Washington, DC 20036
(202) 887-0685

Consortium for International Studies Education (CISE)

CISE is an organization of 45 colleges and universities that seeks to improve the quality of international studies education. The consortium, affiliated with the International Studies Association, concentrates on getting knowledge in international studies into the classroom. It promotes the production and use of materials and courses that reflect international and global issues and have demonstrated instructional validity. Rather than simply providing monographs and pamphlets, CISE involves faculty in developing, testing, and using internationally oriented modules and courses. CISE also provides a continuous forum for reviewing educational objectives, materials, and methodologies in international studies. An annual function is the CISE summer workshop.

B. Thomas Trout, Chairman
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James E. Harf, Executive Director
CISE
Department of Political Science
The Ohio State University
Derby Hall 223
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Global Perspectives in Education, Inc. (GPE)

GPE is a nonpartisan organization that works with a broad spectrum of educational institutions, organizations, and individuals to help prepare them for the challenges of a global age. GPE seeks increased global awareness among Americans by--

1. enlisting government, education, business, labor, and community;

2. providing local and state education agencies, local school districts, teachers, and community groups with appropriate strategies, training, and materials to carry out programs;

3. promoting networks to facilitate the exchange of information among educators worldwide;

4. organizing consortia of universities, colleges, resource agencies, and schools to initiate programs in schools and communities; and

5. encouraging research activities that improve the ability of schools to teach about the world.

In addition, GPE develops curricular materials, handbooks, training programs, and resource networks through which people can exchange ideas.

Global Perspectives in Education, Inc.
218 E. 18th St.
New York, NY 10003
(212) 475-0850

National Council on Foreign Language and International Studies

The National Council, established in 1980 upon the recommendation of the President's Commission on Foreign Language and International Studies, continues and builds upon the work of the commission.

The council focuses public attention on the importance to the United States of effective communication with and understanding of the world. The primary task of the council is to make a coherent, persuasive case for high quality foreign language and international studies.

The council's interests encompass all elements of language and international studies in the United States: advanced training and research; overseas study; global awareness; primary, secondary, and collegiate education; citizen and community education; and the needs of business, labor, and government.

The council has appointed task forces to conduct special projects. Of greatest interest to teacher educators is the task force on Elementary, Secondary, and Undergraduate Education. It will urge the inclusion of international competence in the certification of teachers and the accreditation of teacher training institutions and propose augmented inservice opportunities in international education. In addition, the task force will examine the quality of international studies and foreign language textbooks, and encourage more effective cooperation among teachers, specialists, and publishers.

A new project of the task force proposes to improve the quality and quantity of undergraduate international studies. The project is engaging major academic

associations in the effort to include more international content within their respective disciplines. Seminars, publications, and other media will be used to publicize the results.

During the 1981-82 academic year, the project concentrated on the social sciences--anthropology, geography, political science, psychology, and sociology--through the major professional associations of those disciplines. During the 1982-83 academic year, efforts will focus on the humanities--history, English, musicology, art, religion, and philosophy. In the final year, 1983-84, the project will turn to mass communication, business, law, architecture, and theology.

Rose Hayden, Executive Director
National Council on Foreign Language
and International Studies
605 Third Ave., 17th Floor
New York, NY 10158

David Wiley, African Studies Center
100 Center for International Programs
Michigan State University
East Lansing, MI 48824

Society for Intercultural Education, Training, and Research (SIETAR)

SIETAR is an international association concerned with promoting effective, intercultural interaction, including--

1. contacts among educators, trainers, researchers, and those involved with people from other cultures;

2. exchange and dissemination of information; and

3. professional development.

Through conferences, workshops, and other programs held throughout the world, and through SIETAR publications, society members increase their competence in global education and create networks within and across disciplinary, professional, and cultural boundaries.

Executive Director
SIETAR
1414 22nd St. NW
Washington, DC 20037

UNESCO

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) annually publishes many books, pamphlets, and documents related to international and global education. Publications lists can be obtained from Office of Publications, UNESCO, 7 Place de Fontenoy, 75700, Paris, France.

U.S. Department of Education

The Department of Education has offered the following programs for funding international activities on U.S. campuses: foreign curriculum consultants, Fulbright-Hays doctoral dissertation research abroad program in foreign language and area studies, Fulbright-Hays faculty research abroad program in foreign language and area studies, group projects abroad for non-Western language and area studies, international research and studies, international understanding program, national resource centers for upgrading international studies centers, national resource fellowships for graduate students in foreign language and area studies, teacher exchange and undergraduate international studies and foreign language program.

Office of International Education Programs
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202

U.S. International Communication Agency (ICA)

The agency funds grants to nonprofit activities of U.S. organizations that enhance America's competence in world affairs through greater understanding of other societies, specifically in three areas: advancing basic cultural knowledge, enhancing the international competence of leaders, and encouraging an international perspective. Grant support normally constitutes only a portion of project funding.

ICA sponsors the Fulbright Exchange Program for senior and junior scholars. In addition, it is developing a new program that will offer institutions small, three-year grants to fund travel for faculties engaged in developing affiliations with foreign universities.

International Communication Agency
Office of Private Sector Programs
1776 Pennsylvania Ave. NW
Washington, DC 20547
(202) 724-9702

Washington Global/International Education Coalition

The coalition links 46 institutions representing kindergarten through graduate school. Its purpose is to promote attention to international/global understanding, to improve education for competence in a global age, and to provide a forum in which to discuss, analyze, and stimulate collective action involving national legislation and administrative regulations, state educational policies, and practices of educational organizations as these relate to improving competence in a global age. The coalition also serves as a clearinghouse, permitting institutions, agencies, and organizations to learn about the efforts of others in the field.

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